

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Clark Olstad

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Plainview-Elgin-Millville 4-6 School

(As it should appear in the official records)

School Mailing Address 210 2nd Street, SW

(If address is P.O. Box, also include street address.)

City Elgin State MN Zip Code+4 (9 digits total) 55932-9691

County Wabasha State School Code Number* 012899040

Telephone 507-876-2213 Fax 507-876-2296

Web site/URL http://www.pem.k12.mn.us E-mail colstad@isd2899.k12.mn.us

Facebook Page

www.facebook.com/%2Fpages/%2FPEM-Community-

Twitter Handle Schools/%2F451463924900904 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Gary Kuphal E-mail: gkuphal@isd2899.k12.mn.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plainview-Elgin-Millville Tel. 507-534-3651

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Carol Cravath
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 4 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☒ Rural
3. 9 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	56	66	122
5	55	47	102
6	54	73	127
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	165	186	351

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1	329
(5) Total transferred students in row (3) divided by total students in row (4)	0.085
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 2 %
6 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 31 %
 Total number students who qualify: 110

Information for Public Schools Only - Data Provided by the State

The state has reported that 41 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %
52 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Vision - Empowering All Learners For Life Mission - Create a challenging, caring, and structured educational environment that empowers all learners to achieve their full potential in society.

PART III – SUMMARY

“The challenge of every organization is to build a feeling of dependence on one another, because the question is not how well each person works, but how well they work together.” -Vince Lombardi

It is truly an honor for Plainview-Elgin-Millville 4-6 Elementary to be nominated for the National Blue Ribbon School Award. Though it specifically focuses on the PEM 4-6 Elementary, we see it as an award celebrating the entire PK-12 school district and community. The people of Plainview, Elgin and Millville believe in our school as evidenced by their consistent support of academics, extra-curricular programs, and voting yes to district-wide referendums.

Plainview-Elgin-Millville (P-E-M) is a consolidated school district (formerly Plainview and Elgin-Millville) founded in the fall of 2006. Consolidation was a win-win opportunity for two outstanding school districts to offer even more options to our students, which now has a K-12 enrollment of approximately 1,500 students. This expansive rural community contains many family farms and covers more area than almost any other southeastern Minnesota school district. Located about twenty miles northeast of Rochester, Minnesota, P-E-M often acts as a bedroom community for employees at the world famous Mayo Clinic. At the P-E-M 4-6 Elementary, we have 34.3% of our students on free and reduced lunch, 2.9% are English Language Learners, 15.6% receive special education services, 8.6% are Hispanic, and 90.2% are white.

P-E-M's community members, families, parents, school board representatives, administrators, teaching staff, and support staff all play a crucial role in the ongoing effort to improve student learning. Trust from the community begins at the superintendent level and his efforts to work cohesively with the school board, administration and all school employees. The superintendent's main role is to keep the district financially stable through the ebbs and flows of a sometimes uncertain economy, but his influence goes far beyond dollars and cents. While maintaining a solid school budget, our superintendent displays a passion for education, driven to provide more opportunities for students. He challenges the administrators to grow and work with their teaching staffs to continuously improve teaching instruction, always trying to make this school year better than the last. The superintendent has the pleasure of working with an outstanding P-E-M School Board that asks the appropriate questions, challenges administration to show convincing evidence when making a request, and thoroughly discusses difficult board-level decisions -- at all times maintaining the vision of empowering all of our learners for life. The phrase “Good Enough” is never good enough at P-E-M -- we take time to reflect on our past to improve our future.

P-E-M's Strategic Plan is a great example of an entire school district working together to continuously improve. More than a document of goals, timelines, benchmarks, and who's responsible -- the Strategic Plan is an embodiment of many hours of collaboration. Parents, community members, administration, school board representatives, teachers, support staff, bus company employees, food service workers, and custodial/maintenance staff all shared their valuable input in this comprehensive document. Three major themes arose during the discussions: High Student Achievement; A Safe, Welcoming and Engaging Learning Environment; and Effective and Efficient Operations. The group decided that all areas of the school -- transportation, facilities, food service, finance, extracurricular, and academics -- will implement a data-driven Continuous Improvement process. “Good” is not the goal. We must always strive to remain a GREAT school and community.

As proud and excited as the P-E-M 4-6 Elementary staff is about the nomination, we recognize that we are but one small part of a successful district. Almost every student who enters our 4-6 spent their primary years in our PK-3 elementary, and we are thankful to them for building a strong academic foundation. The students go on from our building to great success at our junior high and high schools, both of which keep students at the center of every innovation. We also recognize this nomination is a tribute to our supportive and engaging parents, involved families, and -- most importantly -- our students. Our students year after year at the 4-6 Elementary truly amaze us, and it is a privilege to work with them on a daily basis.

The quote above from Vince Lombardi illustrates our mindset at P-E-M. It is never about one individual or one school building. It is about all of us -- every individual from a child's home to a child's neighborhood to

a child's classroom to a child's community -- working together towards the common goal of helping our kids learn the most and the best that they possibly can. Every day P-E-M demonstrates the power of collaboration, cooperation and imagination. While the nomination is targeted for the P-E-M 4-6 Elementary, it is a testament to our entire PK-12 P-E-M school district and community. We are dedicated to excellence and will forever strive to improve and enhance all areas of our school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at P-E-M 4-6 is aligned closely to the Minnesota State Standards in each subject area. Because the standards are often modified, curriculum review is an ongoing process. Grade level teams, content area teachers and specialists spend numerous hours discussing standards, creating common assessments, and aligning daily lessons. They also create pacing guides to ensure consistency between grade level teachers.

Reading / English:

The foundation of our reading curriculum at P-E-M 4-6 is the Scott-Foresman Reading Street Series. Because all grade levels use this series, it creates continuity between grade levels as it targets reading comprehension skills in a spiral manner. Although this purchased curriculum aligns well with most of the Minnesota K-12 Standards in English Language Arts -- which are based on the Common Core Standards for English Language Arts -- teachers supplement the basal series to create a balanced literacy approach within their instruction. Book club-like novel groups, small group reading instruction with supplemental materials, teacher read alouds, poetry analysis and various teacher-created writing projects are also valuable parts of the reading curriculum. Newsela, an online news website that allows you to change the lexile of reading passages, is used to promote comprehension of current events in science and social studies. Study Island ELA is an extension of the curriculum and offers students additional practice to solidify concepts in all areas of the English Language Arts Standards. The main goal of our reading curriculum is to develop life-long readers who are able to critically analyze what they read and who also choose to read for enjoyment.

Mathematics

The math curriculum at P-E-M 4-6 is the result of a year-long collaborative initiative between math teachers at P-E-M 4-6 and PEM Junior High School. Not content with the average proficiency results our current practices were producing, math teachers in grades four through eight began writing a local, more individualized math curriculum in 2012. Teachers cross-referenced our math textbooks to the Minnesota Academic Standards for Math, eliminating textbook lessons not linked to a state standard and creating new materials for standards not addressed or underdeveloped by the textbook. These materials were then reorganized into units of study, and course syllabi were written to specify the units of study and lessons within each unit to be taught at each grade level. Finally, teachers collaborated within grade levels to create common assessments for each math unit, which allow us to consistently measure student learning and discuss instructional decisions using real data. The result was a common math curriculum aligned both vertically and horizontally to the Minnesota Academic Standards for Math. While each classroom teacher maintains the flexibility to incorporate their own creative touch and teaching style on lessons, the teacher-created course syllabi and common assessments ensure that all students at P-E-M 4-6 benefit from the same standards-based math curriculum.

The primary goal of our math curriculum is to bring math content to life for learners through problem solving and individualized instruction. Math skills are introduced and applied in real-world contexts using word problems, manipulatives, and technology resources. Students are encouraged to search for patterns and share their own discoveries and solutions, rather than simply memorize and repeat one algorithm modeled by the teacher. In addition to whole-class instruction and small-group activities, our students receive regular individualized practice and instruction using the Study Island computer program. By adjusting the degree of difficulty for subsequent problems based upon the student's accuracy on previous questions -- presenting greater challenges to excelling students and breaking complex problems into individual steps for struggling students -- Study Island allows our math teachers to more easily guide learners through our math curriculum at their own pace. By combining this wide variety of teacher-created and purchased resources in an organized, purposeful manner, we have created a comprehensive, challenging math curriculum which has brought significant gains to our students' achievement in math at P-E-M 4-6.

Science

The P-E-M science curriculum supports hands-on, inquiry-based learning in all grade levels. While there are

different science textbook series throughout the building, there is a common theme of promoting curiosity and exploration among all students. The 4th and 5th grade science curriculum contains content in life, earth and physical science, whereas the 6th grade curriculum focuses solely on concepts related to physical science. Teacher-created lessons and labs supplement the text and generate an interest and excitement for learning science. Several science-related field trips help to enhance the curriculum and are directly aligned to the state standards in their respective grade levels. 5th grade attends the Eagle Bluff Nature Center and the Science Museum of Minnesota. The 4th grade classes travel to Quarry Hill Nature Center and hold an in-house STEM day. 6th grade is consistently integrating labs and simulations into their curriculum, and instruction is enhanced by hosting IBM volunteers for an Engineering-related challenge day.

Social Studies

The main goal of our social studies curriculum is to develop citizens who can think critically, communicate effectively, and solve problems efficiently. Our state standards were revised in 2011, with implementation of those standards required by the 13-14 school year. Minnesota's social studies standards contain four main components: Citizenship & Government, Economics, Geography, and History. While these four areas can be seen in the curriculum across all grade levels, every grade has a slightly different emphasis. The main emphasis of the 4th grade curriculum is the geography of the United States -- states and capitals -- and prepares students for a standards-aligned trip along the "Oregon Trail" at the end of the year. A large portion of the 5th grade standards are dedicated to the geography and history of the United States. Native American research reports/presentations help the early history of the United States come alive for students. 6th grade social studies focuses on the history of Minnesota, Minnesota Government, and the civic responsibilities of U.S. citizens. The Minnesota History Center has created textbooks to meet the needs of 6th grade classrooms across the state. A field trip to the MN Capitol and History Center in St. Paul is the perfect culminating event for the social studies curriculum and the school year.

2. Other Curriculum Areas:

At P-E-M 4-6, we believe in the importance of educating the whole child. The curriculum areas of Art, Physical Education, and Vocal & Instrumental music play an integral part of student success at PEM 4-6 Elementary. All of these subject areas incorporate multiple facets of learning into their curriculum. Students thoroughly enjoy the opportunity to attend these classes.

Arts-integration and media exploration are at the core of our 4-6 Elementary art curriculum, which was created based on the Minnesota standards for visual arts. Fourth grade students explore primarily two-dimensional media, focusing on creative design, using adjectives to inspire artwork, creating illusions with patterns, painting with unique tools, stained glass-inspired scratch art, and a landscape combined with a family portrait. Fifth graders explore non-objective artwork and mask-making, as well as a math-integrated unit combining fifth grade geometry with sculpture-building, still life drawing, and painting. Sixth graders explore three-dimensional artwork by creating linear paper straw sculptures, often with moveable parts. Sixth graders create Surrealism-inspired photo collages, use their language skills to plan a unique wood sculpture, and utilize architectural elements to create a low-relief doorway design through printmaking. All 4-6 Elementary students also get messy each year creating a personal clay ornament.

Over the last three years, seven teachers and over 180 students have enjoyed participating in six different arts-integrated projects. All projects are backwards-designed so student learning and assessments provide rigor and depth and fully meet Minnesota standards in visual arts, music, language arts, and social studies. This program, through the Perpich Center for Arts Education, provides training and funding for arts-integration units beyond our regular art curriculum.

At PEM 4-6 we believe a healthy body brings a healthy mind, our students are given 100 minutes of Physical Education weekly. Health topics are taught in the P.E. setting. PEM 4-6 has the privilege of great facilities to not only offer our students gym space, but we have a 26 mile bike trail in our backyard, we have a huge grassy area for Cross Country, Cross Country Skiing, Soccer, Football and Softball fields. The district's new Track and Field facility is also located at our site. Our students take part in a morning walking program with 4th grade counting steps and recording mileage. Special activities during the year as a part of the P.E. curriculum include; Fitness/Run Walk Event, Speed Stacking World Record Event, Hoops for Heart

Event, Roller Skating, Track and Field Day, Bike Trail and on the last day of school we celebrate at a County Park, hiking, canoeing, fishing, swimming, playing games and enjoying the outdoors. This year as a part of our School's reading goal; P.E. students have learned a phrase a week to the song; "Be The Best You Can Be", they have not only learned the words but movements stressing the importance of Mind and Body.

In vocal music, the teacher integrates reading and social studies into her music instruction. This takes place in fourth grade when students work with American Voices and Hidden Messages in songs/slavery. Fifth and sixth grade students take part in learning cultural differences in music. Music is integrated with Reading by incorporating vocabulary words, lessons on inference, sequence, listening, and imagery. Students additionally take part in lessons involving poetry interpretation, storytelling, and digital storytelling. The music curriculum is enhanced by multiple field trips in which students sing at St. Mary's Hospital and PosAbilities in Rochester. Besides the winter and spring concerts that all students participate in, fourth grade students also perform a special concert for their grandparents in the spring. National Music in Schools activities take place during the entire month of March.

The instrumental program is offered to all students in fifth and sixth grade. Approximately 50% of the student population in fifth and sixth grade participates in band at PEM. The instructor has written and produced his own instructional student lesson books for PEM students to use. These books have also been purchased by other instructors in neighboring districts as well as instructors in other states. The emphasis of the fifth and sixth grade instrumental program is founded on the belief that the development of fundamental techniques leads to great success as students continue their instrumental studies.

3. Instructional Methods and Interventions:

Our instructional philosophy stems directly from our district mission statement: "Create a challenging, caring, and structured educational environment that empowers all learners to achieve their full potential in society." With that as the goal, it is essential that staff incorporate a variety of instructional methods in their daily routines to reach the needs of all learners.

In order to differentiate learning, teachers need to know what their students' specific needs are. For this reason our building uses various forms of assessment to identify struggling learners and those learners who need supplemental instruction to keep them motivated. For the last five years, our district has focused time and energy on technology resources that are enhancing self-directed learning and helping us work toward 100% student engagement throughout our school day. We have access to several programs that provide data to guide instruction and support teachers in implementing individualized instruction for all learners. Some of these technology resources include: interactive whiteboards, smart response systems, iPads, Study Island for math, reading, and science, Accelerated Reader, Blender software (create art, movies or 3D models), iXL for math, and Hour of Code for computer programming.

While access to technology has helped us identify student needs, differentiate materials, and enhance student engagement, the teachers and support staff drive individualized education in our school. Teachers provide numerous opportunities for kids at both ends of the learning spectrum. For example, striving readers participate in an additional book club three to four times per week. These reading clubs are facilitated by the 4-6 grade reading specialist or the highly-qualified grade-level paraprofessionals. Struggling students work with the Gold Level Literacy Intervention program, novels and/or fluency work. The book club format -- which includes reading, talking, and writing -- has promoted high student engagement. Consequently, students are choosing to read more. Supplemental reading instruction is also available for our high achieving fourth graders as they dive into an inquiry-based reading model. Students select and research a topic related to their social studies content. They learn to collaborate, take notes, determine reliable sources and create a product using technology to teach others about their topic. This open-ended model encourages curiosity and cultivates enthusiasm for learning.

Additionally, the top ten percent of our 5th and 6th grade math students compete against other local school districts in a program called Math Wizards. Individual and team challenges provide complex problems to help supplement the education of our top math students. Furthermore, the make-up of our building facilitates

mentorships between students. Because our math curriculum spirals and builds skills from one grade to the next, our 6th graders can help struggling 4th graders with math skills.

Our special education staff provides support related to student disabilities during core instructional times within the teachers' classrooms, as well as pulling kids out for specific interventions other times throughout the day. This is one of the reasons special education student MCA scores are steadily increasing. In addition, all grade levels provide supplemental instruction for students needing academic support. In 6th grade, this support is built into the school day, whereas 4th and 5th grades provide additional time in the form of an extended day opportunity. Our teaching staff recognizes that in order to best prepare our students to achieve their full potential in society, we need to address the individual needs of all students through a variety of instructional methods.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Minnesota Comprehensive Assessments are the primary source of standardized student achievement data in public school districts throughout the state of Minnesota. Students in grades three through eight complete an assessment in reading and math near the end of each school year. Each assessment is aligned to the Minnesota Academic Standards for its corresponding grade level and subject area. As the home of all fourth, fifth, and sixth grade classrooms in the Plainview-Elgin-Millville Community School District, P-E-M 4-6 Elementary administers the Minnesota Comprehensive Assessments for reading and math to all students each year. Our students' MCA achievement data over the past five years indicate both the consistency and continued growth for which we strive at Plainview-Elgin-Millville Community School.

Plainview-Elgin-Millville 4-6 Elementary School's reading achievement data has remained very consistent from 2010 to 2014. Our percentage of students meeting or exceeding proficiency in reading has hovered around 75 percent each year during this five-year period, with the one outlier being 2013 when new reading standards were implemented throughout Minnesota. P-E-M 4-6 Elementary proficiency percentage dipped slightly to 69 percent with the introduction of the new reading assessment in 2013. This remained well above the state average of 58 percent proficiency, however, and improved to 76 percent in 2014 with the second year of the new exam. Our students have scored at or above the state average for proficiency in reading every year from 2010 to 2014, increasingly widening that gap over the past two years.

While we are proud of our students' reading achievement at Plainview-Elgin-Millville 4-6 Elementary School, we recognize the need for continued development. As we work to increase the percentage of P-E-M 4-6 Elementary students proficient in reading, we have identified our students receiving free and reduced price meals and our students receiving special education services as those in most need of further support. We added a reading specialist to our staff for the first time at the beginning of the 2014-2015 school year. This teacher provides targeted reading interventions using the Leveled Literacy Intervention program to students not qualifying for special education services but demonstrating a need for further reading support. In addition to her work with students, the reading specialist works closely with classroom teachers to analyze student achievement data to identify student needs and provide staff development on reading strategies which can be integrated into the core reading classes. Our goal is that our new targeted intervention program implemented by a highly qualified reading specialist will help our struggling readers, including many students receiving free and reduced price meals, reach grade level achievement in reading. We have also made similar modifications to our special education programs for reading and math over the past two school years, implementing more research-based intervention programs and adding an additional special education teacher to help deliver services to students. These additions, along with our philosophical shift to providing special education services in addition to the core curriculum rather than during the core curriculum, have already begun to decrease the achievement gap between our students receiving special education services and their grade level peers.

If our students' reading achievement demonstrates our consistency at Plainview-Elgin-Millville 4-6 Elementary, their math achievement data illustrates our relentless pursuit of excellence. The percentage of P-E-M 4-6 Elementary students achieving math proficiency in 2011, when the current Minnesota Standards for Math were first assessed, was 58 percent. This number has increased significantly each year since, reaching 85 percent of students proficient in math in 2014. This significant, sustained growth in students' math achievement has resulted from our teachers' collaborative efforts to rewrite our entire math curriculum, aligning every lesson to the Minnesota Academic Standards for Math and creating common assessments to monitor students' progress as they move through the curriculum. This undertaking, and the student growth which has resulted, demonstrate our commitment to excellence at P-E-M 4-6 Elementary and our ability to work together toward achieving that goal.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Plainview-Elgin-Millville 4-6 Elementary has become a very data-driven school over the past several years. This gradual shift began in conjunction with our efforts to align our math curriculum and has continued to evolve. We have since grown from simply seeking to better understand the standardized assessment data provided to us by the Minnesota Department of Education to integrating multiple formative and summative assessment tools into our school curriculum to monitor student growth throughout the year. Using assessment data to guide instruction and measure student learning has become such a significant part of teaching and learning throughout our school district, that we now have designated data coaches at each school to assist other teachers in gathering and analyzing student assessment data.

We use several sources of formative and summative assessments at P-E-M 4-6 Elementary to monitor students' learning and development. Teachers at each grade level have collaborated to create common assessments for units of study within subject areas, which are used throughout the year to measure both individual and collective progress toward achieving learning targets and to guide instructional decisions moving forward. We also utilize the standards-based Study Island program for math, science, and reading to provide individualized instruction and assessment data for each student. Assessments such as these help teachers make informed decisions as to when skills have been mastered and when further instruction is needed. In addition, these tools provide timely, specific data which we use for identifying individual student needs and providing targeted interventions.

Staff members are not the only members of the P-E-M 4-6 school community who have become more adept at using data to improve student learning. Students and parents have been included throughout the process of transforming to a more data-driven school. Teachers meet with students and parents each fall to review students' individual results on the Minnesota Comprehensive Assessments from the previous school year and interpret what the scores mean. Classroom grading procedures have been updated to more accurately reflect students' academic progress toward mastering academic standards, placing less emphasis on homework completion and study habits. Students and parents are also able to access data such as course grades and Study Island performance reports anytime using our school website. The result has been a renewed partnership between parents, students, and school staff. Teachers no longer "give students grades," but rather provide assessment data and work with families to establish learning goals and work toward the ultimate goal of reaching the student's full potential.

At Plainview-Elgin-Millville 4-6 Elementary, we believe that accomplishments do not result from luck. They result from persistent teamwork toward a common goal. Not coincidentally, our students' achievement scores have steadily and consistently improved over the past five years as we have continued to learn how to effectively utilize assessments and assessment data as a tool for learning.

Part VI School Support

1. School Climate/Culture

The P-E-M school district has created a strategic plan that consists of many goals. One of the strategic plan goals is to promote an atmosphere that encourages tolerance, respect, and responsibility. The SMART goal related to that goal is to have 100% of students, staff, and parents satisfied with P-E-M's school culture as measured by a year-end survey. While achieving 100% satisfaction on this goal seems lofty, it is a priority to the P-E-M 4-6 staff and is taken very seriously.

There are many factors within the school day that contribute to school climate and the overall culture of the building. Bookending each school day, Bluff Country Transportation Company and its drivers take pride in providing safe and friendly transportation for our students and professional communication with parents. As students enter the building in the morning, they are greeted in a friendly, welcoming manner. Our school day begins with all students participating in fifteen minutes of walking to promote overall health. Social skill development between students and between adults and students is also encouraged during this time

One program that has been well received by parents and students alike is an Anti-Bullying/Conflict program which aims to reduce the number of bullying issues among students. Initially, students in grades four, five, and six are allowed to -- privately and confidentially -- fill out bullying/conflict forms in their classrooms on a weekly basis. The next step is for teachers to review all of their student forms, talk with each student who reports an issue, and try to assist in resolving the problem. The principal and school social worker become involved when assistance or further guidance is needed to help resolve the situation. The school social worker is the main reason for the program's success. She spends many hours in classrooms doing group presentations on a variety of topics including discussions which help to determine the differences between bullying and conflict. The social worker also spends time on a regular basis with individual students. Her main goals are to counsel students with difficult situations and to teach them the skills needed to advocate for themselves and handle future situations more confidently. This program is in its third year of implementation and has helped to reduce the number of bullying issues among students.

Overall, the P-E-M 4-6 building's warm, friendly environment is extremely welcoming and a place where students feel safe. If students feel safe and cared for by the adults around them, they are then able to learn. Maintaining this positive culture and climate for the sake of the students is a strength of the school and a constant focus of the staff.

2. Engaging Families and Community

P-E-M 4-6 takes pride in its family and community participation. We offer a variety of ways for families to take part in their children's learning experiences because we recognize a partnership between school and families is directly linked to student success.

We start forming relationships with families even before the school year begins. While a traditional open house can be chaotic, our Meet-the-Teacher night jump starts our school year by allowing teachers, parents, and students to interact on a more individual basis. These meetings are a time for teachers to share expectations, but -- more importantly -- an opportunity for parents and students to ask questions and express any concerns they may have for the upcoming school year.

During the school year, classroom teachers use email and websites to keep parents updated on assignments and special events. Parents and students can also monitor assignments and access grades online. Despite our access to an array of technology, we believe strongly in the importance of interpersonal relationships when it comes to a student's life at school. Phone calls and face-to-face interactions are still our best ways to have real conversations with parents about a child's struggles and triumphs.

The P-E-M 4-6 also values its partnership with the generous communities of Plainview, Elgin and Millville. We make every effort to recruit volunteers and make them feel welcome and valued in our school. Retirees, parents, and young adults volunteer to assist classroom teachers with reading interventions, math support, and homework completion. Volunteers are a crucial component to the consistent success we've had as a school.

The strong link between school and community is what makes the P-E-M 4-6 a place where every student feels like part of something special. A number of annual events create that connection: 6th grade students take part in IBM Engineering Week in which volunteers from IBM discuss the field of engineering and challenge students with a hands-on problem to solve; 5th grade students, teachers, and many parents head off to Eagle Bluff Nature Center for a three-day field trip where students make connections with nature and -- more importantly -- with one another; finally, 4th grade students and parent volunteers jump into the lives of those who traveled the Oregon Trail by researching the initial journey, dressing in costume and weaving their way through the entire community in handmade wagon trains. These engaging activities are now traditions at our PEM 4-6 Elementary and showcase how our community and families have contributed to our history of academic success.

3. Professional Development

Professional development at P-E-M 4-6 revolves around the use of best instructional practices in order to meet the learning needs of all students which are also in conjunction with the district's strategic plan. Each year the school calendar contains one full staff development day to collaborate with five other school districts. The day consists of a keynote speaker mainly focused on teacher collaboration and the effectiveness of Professional Learning Communities. Part of the day is also centered on grade level and department level meetings with all six school districts. This is a time for teachers to share best practices and develop relationships with teachers in neighboring districts. Other professional development opportunities occur during staff meetings, weekly grade level Professional Learning Community time, before and after school in-services, summer training sessions, and attendance at educational conferences.

The school district's strategic plan has a goal that promotes professional development in the area of technology for all staff. Minimum technology requirements have been established for all staff to achieve, and staff development opportunities have occurred to assist in the learning and implementation process. Another strategic plan goal is to develop a continuous improvement process for all district operations including a data-driven, continuous improvement process for academics. Ongoing staff development opportunities are available to further educate teachers on research based instructional strategies and methods to use data to make decisions for improving student learning.

We have several staff directed committees that meet on a regular basis throughout the school year. The district staff development committee oversees all professional development opportunities. The purpose of the committee is to discuss current best practices, create new ideas, and share findings with the entire staff. Other district committees include Health and Safety, Technology, Crisis Team, Special Education, District Leadership, Wellness, grade level and department groups.

All teachers with the new teacher evaluation plan have created an individual goal, grade level goal, and a department goal. These goals are the main focus of all staff development plans. The P-E-M 4-6 Elementary has the following building goal: By year-end, the number of non-proficient 4-6 reading students as measured by the MCA will collectively improve by the following criteria.

- 1- At least (10%) of students that "Did not meet" standards will progress up to a higher level.
- 2- At least (20%) of students who "Partially met" standards will progress up to a higher level.

Because the staff recognizes the importance of common planning time, a fifty minute block of time is set aside each week for all 4th, 5th, and 6th grade teachers to meet with their grade level. This PLC time allows teachers to collaborate, share best practices, analyze student data, create common assessments, discuss behavioral interventions, and to always focus on data to drive learning and instructional decisions to improve student learning for all students. There are many professional experts within our own school

and district, and we use their expertise by holding staff meetings that are teacher-lead. Current staff members who have experienced success within the classroom as it relates to best practices and to the district's strategic plan deliver these sessions.

4. School Leadership

School leadership at P-E-M 4-6 is a collaborative effort between principal and staff. Leadership begins with a visible and supportive principal who leads by example. Research and best practice drive the principal's direction to ignite change within the school system's curriculum and teaching strategies. Whenever possible, data is used to make educational decisions that will guide instruction and ultimately improve student learning. There is a continuous effort from the leader to center educational discussions around what is in the best interest of the students.

As important as academics and student learning are to a successful school system, they are not the most important aspect. Building healthy relationships with students, staff, and parents is the number one focus of the building principal. He demonstrates the value of student relationships by being visible in the hallways, spending time in classrooms, monitoring before- and after-school supervision, and attending after-school events.

Classroom teachers take care of their own daily routines and have the freedom to implement what they know to be the most effective teaching strategies. The building principal sees no need to micromanage the staff knowing that they are the experts in their field. The principal regularly delegates leadership duties to many staff members. This has helped establish a collaborative environment in which principal and staff work together to accomplish the common goal of maintaining a highly successful school. Teacher-led staff meetings and the sharing of best practices at grade-level and department meetings is common practice, and helps promote mutual leadership roles in our school. The building principal can never forget the pressures and challenges of life in the classroom. This teacher-focused mindset helps him connect with the staff when difficult situations arise.

Lastly, the principal believes that a staff member's work should not be their number one priority. "Family First" is not merely mentioned to staff; it is expected practice. The principal encourages all staff, if possible, to never miss a family event because of work. Rather, staff support and assist each other when a staff member needs to leave for a fun family activity or more difficult circumstances like a family illness or loss. This conviction that family comes first has helped to form strong relationships with employees. Ultimately, the staff feels respected and equally fortunate that their personal lives are valued. In return, the staff takes pleasure in working at this school which creates a positive atmosphere for staff and students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment III (2010-2014) / Minnesota Comprehensive Assessment II (2009-2010)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
meets standards and above	83	86	83	55	67
exceeds standards	40	44	45	14	20
Number of students tested	96	119	94	111	94
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	78	68	75	45	52
exceeds standards	28	21	25	8	4
Number of students tested	32	34	36	38	25
2. Students receiving Special Education					
meets standards and above	47	40	57	33	56
exceeds standards	24	0	31	0	13
Number of students tested	17	15	13	24	16
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	85	91	84	60	69
exceeds standards	42	48	44	15	21
Number of students tested	84	108	85	97	89
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Assessment Change

New academic standards for math were implemented in Minnesota during the 2010-2011 school year, which brought about a state-wide shift from the MCA-II Assessment to the MCA-III Assessment for math. According to the Minnesota Department of Education Data Center website, comparisons in Math from 2009-2010 to 2010-2011 should not be made.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment III (2010-2014) / Minnesota Comprehensive Assessment II (2009-2010)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
meets standards and above	84	78	69	50	63
exceeds standards	34	23	24	8	23
Number of students tested	118	96	118	91	114
Percent of total students tested	100	98	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	3	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	68	63	63	30	56
exceeds standards	26	11	14	7	12
Number of students tested	34	35	43	27	34
2. Students receiving Special Education					
meets standards and above	29	39	36	40	18
exceeds standards	7	8	9	7	0
Number of students tested	14	13	22	15	17
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	87	79	72	53	65
exceeds standards	37	24	27	8	25
Number of students tested	109	85	104	85	105
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Assessment Change

New academic standards for math were implemented in Minnesota during the 2010-2011 school year, which brought about a state-wide shift from the MCA-II Assessment to the MCA-III Assessment for math. According to the Minnesota Department of Education Data Center website, comparisons in Math from 2009-2010 to 2010-2011 should not be made.

Alternate Assessments

The Minnesota Department of Education provided an alternate assessment titled the Minnesota Comprehensive Assessment – Modified for students in grades 5 through 8 each school year through 2013-2014. To qualify for this alternate assessment, students must have had a standards-based individualized education plan and scored below proficiency on the standard MCA assessment for at least two consecutive years prior to taking the modified assessment. Modifications for this assessment included fewer assessment questions and fewer answer choices on multiple choice test items. Throughout the five years of assessment data provided, the MCA-Modified was the most common assessment administered to students qualifying to take an alternate assessment at Plainview-Elgin-Millville 4-6 Elementary. As of the 2014-2015 school year, this alternate assessment will no longer be available.

The Minnesota Department of Education provides an alternate assessment titled the Minnesota Test of Academic Skills (MTAS) for students in grades 3 through 8 each school year. This alternate assessment is

intended for students with significant academic and/or functional disabilities which affect them in multiple environments. The qualification process for the MTAS is more rigorous and must be reevaluated annually. Test modifications include shorter texts, use of manipulatives, fewer answer choices for multiple choice questions, the ability to answer test questions verbally and/or physically using manipulatives, and modified scoring. While still currently available throughout the state of Minnesota, this alternate assessment is not administered as frequently as the MCA-Modified was when available.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Minnesota Comprehensive Assessment III (2010-2014) / Minnesota Comprehensive Assessment II (2009-2010)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
meets standards and above	88	65	65	67	76
exceeds standards	38	25	35	25	36
Number of students tested	98	118	94	114	110
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	2	1	1	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	88	55	40	53	62
exceeds standards	24	15	20	13	17
Number of students tested	33	40	30	32	29
2. Students receiving Special Education					
meets standards and above	77	40	17	21	59
exceeds standards	23	10	11	0	6
Number of students tested	13	20	18	14	17
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	89	69	67	68	79
exceeds standards	39	28	37	27	38
Number of students tested	87	104	90	106	102
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Assessment Change

New academic standards for math were implemented in Minnesota during the 2010-2011 school year, which brought about a state-wide shift from the MCA-II Assessment to the MCA-III Assessment for math. According to the Minnesota Department of Education Data Center website, comparisons in Math from 2009-2010 to 2010-2011 should not be made.

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment III (2012-2014) / Minnesota Comprehensive Assessment II (2009-2012)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	69	70	73	69	69
exceeds standards	23	23	48	28	38
Number of students tested	96	120	90	111	94
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	59	41	56	58	56
exceeds standards	13	12	38	21	20
Number of students tested	32	34	32	38	25
2. Students receiving Special Education					
meets standards and above	29	13	39	33	56
exceeds standards	18	0	23	21	25
Number of students tested	17	15	13	24	16
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	71	75	75	73	71
exceeds standards	24	26	47	32	39
Number of students tested	84	109	81	97	89
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Assessment Change

New academic standards for reading were implemented in Minnesota during the 2012-2013 school year, which brought about a state-wide shift from the MCA-II Assessment to the MCA-III Assessment for reading. According to the Minnesota Department of Education Data Center website, comparisons in Reading from 2011-2012 to 2012-2013 should not be made.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment III (2012-2014) / Minnesota Comprehensive Assessment II (2009-2012)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	83	77	76	78	77
exceeds standards	27	22	31	33	30
Number of students tested	118	98	118	91	114
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	3	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	74	70	65	56	68
exceeds standards	15	16	19	19	15
Number of students tested	34	37	43	27	34
2. Students receiving Special Education					
meets standards and above	43	46	33	53	41
exceeds standards	7	15	14	27	0
Number of students tested	14	13	21	15	17
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	85	78	80	78	80
exceeds standards	28	22	35	33	31
Number of students tested	109	87	104	85	105
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Assessment Change

New academic standards for reading were implemented in Minnesota during the 2012-2013 school year, which brought about a state-wide shift from the MCA-II Assessment to the MCA-III Assessment for reading. According to the Minnesota Department of Education Data Center website, comparisons in Reading from 2011-2012 to 2012-2013 should not be made.

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intended for students with significant academic and/or functional disabilities which affect them in multiple environments. The qualification process for the MTAS is more rigorous and must be reevaluated annually. Test modifications include shorter texts, use of manipulatives, fewer answer choices for multiple choice questions, the ability to answer test questions verbally and/or physically using manipulatives, and modified scoring. While still currently available throughout the state of Minnesota, this alternate assessment is not administered as frequently as the MCA-Modified was when available.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Minnesota Comprehensive Assessment III (2012-2014) / Minnesota Comprehensive Assessment II (2009-2012)</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Minnesota Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
meets standards and above	74	63	75	83	74
exceeds standards	31	17	48	50	47
Number of students tested	99	118	88	115	110
Percent of total students tested	100	100	99	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	3	2	4	4
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
meets standards and above	62	55	52	76	55
exceeds standards	15	5	30	30	21
Number of students tested	34	40	27	33	29
2. Students receiving Special Education					
meets standards and above	39	20	30	50	47
exceeds standards	15	0	0	7	29
Number of students tested	13	20	10	14	17
3. English Language Learner Students					
meets standards and above					
exceeds standards					
Number of students tested					
4. Hispanic or Latino Students					
meets standards and above					
exceeds standards					
Number of students tested					
5. African- American Students					
meets standards and above					
exceeds standards					
Number of students tested					
6. Asian Students					
meets standards and above					
exceeds standards					
Number of students tested					
7. American Indian or Alaska Native Students					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
meets standards and above					
exceeds standards					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
meets standards and above					
exceeds standards					
Number of students tested					
9. White Students					
meets standards and above	75	64	77	84	77
exceeds standards	31	19	48	51	50
Number of students tested	88	104	85	107	102
10. Two or More Races identified Students					
meets standards and above					
exceeds standards					
Number of students tested					
11. Other 1: Other 1					
meets standards and above					
exceeds standards					
Number of students tested					
12. Other 2: Other 2					
meets standards and above					
exceeds standards					
Number of students tested					
13. Other 3: Other 3					
meets standards and above					
exceeds standards					
Number of students tested					

NOTES: Assessment Change

New academic standards for reading were implemented in Minnesota during the 2012-2013 school year, which brought about a state-wide shift from the MCA-II Assessment to the MCA-III Assessment for reading. According to the Minnesota Department of Education Data Center website, comparisons in Reading from 2011-2012 to 2012-2013 should not be made.

Alternate Assessments

The Minnesota Department of Education provided an alternate assessment titled the Minnesota Comprehensive Assessment – Modified for students in grades 5 through 8 each school year through 2013-2014. To qualify for this alternate assessment, students must have had a standards-based individualized education plan and scored below proficiency on the standard MCA assessment for at least two consecutive years prior to taking the modified assessment. Modifications for this assessment included fewer assessment questions and fewer answer choices on multiple choice test items. Throughout the five years of assessment data provided, the MCA-Modified was the most common assessment administered to students qualifying to take an alternate assessment at Plainview-Elgin-Millville 4-6 Elementary. As of the 2014-2015 school year, this alternate assessment will no longer be available.

The Minnesota Department of Education provides an alternate assessment titled the Minnesota Test of Academic Skills (MTAS) for students in grades 3 through 8 each school year. This alternate assessment is

intended for students with significant academic and/or functional disabilities which affect them in multiple environments. The qualification process for the MTAS is more rigorous and must be reevaluated annually. Test modifications include shorter texts, use of manipulatives, fewer answer choices for multiple choice questions, the ability to answer test questions verbally and/or physically using manipulatives, and modified scoring. While still currently available throughout the state of Minnesota, this alternate assessment is not administered as frequently as the MCA-Modified was when available.